

# **Educator Professions New Program Review Form**

## **Private Institutions of Higher Education**

**Institution:** Charleston Southern University

**Proposed Program:** Middle Level Education

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**Review Date:** 6/18/2015

### **Overall Finding (Team Consensus)**

- ☒ Recommended
- ☐ Not Recommended
- ☐

- Use this form to evaluate the elements of this proposal.
- Please make notes at the end for any “Met with Conditions” or “Not Met”.

Components	Met	Met With Conditions	Not Met
<b>I. Cover Sheet</b>  A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person – Title/Email/Phone/Fax	X		
<b>II. Program Overview</b>  <b>IV. Classification</b> 1. name of proposed program 2. academic unit involved 3. designation, type and level of degree 4. proposed date of implementation 5. classification of Instructional Programs (CIP) code 6. identification of program as <i>new</i> or <i>modification</i> 7. delivery mode	X		
B. Justification for the program 1. program purpose and long range goals 2. need for the program 3. centrality of the program to the institutional mission 4. relationship of the program to other programs within the institution and to other SC institutions of higher education	X		
C. Enrollment 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years	X		
D. Curriculum 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. a list, with catalog descriptions, of all new courses that will be added	X		
E. Faculty 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name)	X		
<b>II. Physical plant</b> 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications	X		

Components	Met	Met With Conditions	Not Met
G. Equipment – major equipment items needed for first five years	X		
H. Library resources	X		
I. Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree	X		
J. Assurance of Institutional Approvals (academic provost approval, etc.)	X		
<b>III. South Carolina State Department of Education Requirements</b>  Description of the ways in which the new program will meet state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> :  A. ADEPT B. PADEPP (If applicable) C. EEDA D. Standards of Conduct Assessment Plan E. South Carolina Safe School Climate Act F. PreK-12 Academic Standards G. Admission Requirements- Initial and Advanced H. Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP I. Eligibility for Initial Certification J. Annual Reports (AACTE/NCATE and Title II submission) K. Professional Development Courses (if applicable) L. Advanced Programs for Teachers Alignment with NBPTS M. Experimental or Innovative Programs (if applicable) N. ISTE Alignment	X		

Components	Met	Met With Conditions	Not Met
<p><b>IV. SPA or Other National Specialized and/or Professional Association Standards</b></p> <p>Each new program must present evidence that it is aware of the relevant national standards for the new program and has a plan for achieving national recognition once the program has ten completers or at the time program reports are due for a unit accreditation visit. *Download the program report template for the relevant program and complete the template to the best of your ability at this time.</p> <p>Using the applicable program report template, this section should include:</p> <ul style="list-style-type: none"> <li>A. Context (institutional/State policies that may influence application of standards)</li> <li>B. List of assessments (completion of chart to reflect 6-8 assessments)</li> <li>C. Relationship of assessments to standards (completion of chart)( National SPA Standards attached)</li> <li>D. Planned evidence for meeting standards (description of assessment and its use, directions to candidates, the rubric or scoring guide, will the standards, assessments and evidence align with individual disciplinary within the field, and a discussion of any other evidence to be collected in support of the standards)</li> <li>E. A plan for the use of assessment results to improve candidate and program performance</li> </ul> <p>It should be clear to a peer review team that the program is likely to achieve national recognition once data from actual candidate and program performance is added to the report.</p>	X		